

Term Information

Effective Term Autumn 2014
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Change the prerequisites to include a minimum GPA option for enrollment (in addition to Honors standing OR permission of instructor) to let high-performing students enroll in this Honors course on their own.

What is the rationale for the proposed change(s)?

High-performing students have done well in the course and may become interested in other Honors offerings.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3463H
Course Title Social Stratification: Race, Class, and Gender (Honors)
Transcript Abbreviation Social Strat H
Course Description The study of social inequality with a focus on inequalities by class and status, race and ethnicity, and gender.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: Honors standing, or 3.0 GPA, or permission of department or instructor.

[Previous Value](#)

Prereq: Honors standing, or permission of department or instructor.

Exclusions

Not open to students with credit for 463H.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.1101

Subsidy Level

Baccalaureate Course

Intended Rank

Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Human, Natural, and Economic Resources

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources
- Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
- Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.
- compare and contrast examples of major domestic and international public health issues.
- identify political, cultural, behavioral and socioeconomic factors related to global public health issues.
- summarize major factors that contribute to human disease and compromised quality of life.
- summarize issues of social inequality and environmental justice.
- communicate ideas and results that solve public health problems.
- seek employment for entry-level position and/or apply for advanced education and training in public health or related discipline.

[Previous Value](#)

Content Topic List

- Inequality as a social issue
- Theories of inequality
- Education and inequality
- Race and inequality
- Gender and inequality
- Age and inequality
- Inequality and politics
- Social control
- Resistance and change
- Social mobility

Attachments

- Curricular Map.xls: Curricular Map
(Other Supporting Documentation. Owner: Chamberlain,Lindsey Joyce)
- Honors_3463_SP14.pdf: Syllabus
(Syllabus. Owner: Chamberlain,Lindsey Joyce)

Comments

- Please note that our curricular map only has learning outcomes listed for categories of courses, but we are in the process of updating this document. *(by Chamberlain,Lindsey Joyce on 01/17/2014 02:28 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Chamberlain,Lindsey Joyce	01/17/2014 03:36 PM	Submitted for Approval
Approved	Williams,Kristi L.	01/23/2014 10:06 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/24/2014 09:44 AM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	01/24/2014 09:44 AM	ASCCAO Approval

HONORS SOCIAL STRATIFICATION
SOCIOLOGY 3463H
SPRING 2014

“The power of fortune is confessed only by the miserable; for the happy impute all their success to prudence and merit.”

-Jonathan Swift

Professor: Dr. Rachel Dwyer
Email: dwyer.46@sociology.osu.edu
Office: 113 Townshend Hall
Office Phone: 247-6682

Class time: TR 12:45-2:05pm
Classroom: Smith Lab 1042
Office hours: W 1-2pm & by appt

Course Description and Objectives

The study of social inequality is the central problem in the field of sociology. In this course we will examine the sociological perspective on the causes and perpetuation of the structure of social stratification. We will be especially concerned with identifying how factors beyond individual's actions and abilities affect their social status. Most of our attention will be on the United States, though many of the ideas in the class can be applied to the analysis of stratification in other societies as well. We focus on inequalities by class, race and ethnicity, and gender, three of the most important dimensions along which people are socially divided. Each form of inequality has a distinct character, but they are also intertwined in complex ways. Contemporary American society is marked by profound—and in some cases growing—disparities along the dimensions discussed in this course. While belief in equality and opportunity for all to achieve the “American Dream” can obscure the degree of stratification in the US, enduring conflicts over the appropriate distribution of social resources and prestige between classes, races, and men and women reveal the gap between dream and reality.

GE Objectives

Sociology 3463H fulfills the General Education Social Science: Human, Natural, and Economic Resources requirement. The course will develop student understanding of the structure of human societies, cultures, and institutions, and the processes by which individuals, groups, and societies interact, communicate and use human, natural, and economic resources through an engagement with sociological perspectives on inequality.

The key learning objectives of the GE Social Science: Human, Natural, and Economic Resources requirement are:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

The objectives will be met in this course through study of the major sociological theories and empirical analyses of class, race, and gender inequality, with attention to individual, organizational, and social structural factors in the causes and consequences of social stratification. The course emphasizes critical reasoning using theory and evidence to aid student assessment of policies, values, and beliefs involving social inequality and the distribution of resources. Specifically, students will be required to engage this material and develop their abilities through: 1) participation in class discussion and periodic assignments; 2) a take-home essay on the class structure in American society; 3) two exams testing knowledge of the material presented in lectures and readings; and 4) a research paper on an important issue in the study of inequality, drawing on both course material and outside sources.

Public Health Competencies. This course contributes to the following competencies required for the Bachelor of Science Degree in Public Health. Students will enhance their ability to:

1. compare and contrast examples of major domestic and international public health issues.
2. identify political, cultural, behavioral and socioeconomic factors related to global public health issues.
3. summarize major factors that contribute to human disease and compromised quality of life.
4. summarize issues of social inequality and environmental justice.
5. communicate ideas and results that solve public health problems.
6. seek employment for entry-level position and/or apply for advanced education and training in public health or related discipline.

Reading Materials

Required:

Scott Sernau. *Social Inequality in a Global Age*. Fourth Edition. Pine Forge Press.
This is the main text for the course. Be sure to get the 4th edition.

Shamus Khan. 2012. *Privilege: The Making of an Adolescent Elite at St. Paul's School*. Princeton University Press.

Eric Klinenberg. 2003. *Heat Wave: A Social Autopsy of Disaster in Chicago*. University of Chicago Press.

Readings accessible through the course Carmen web page, log in at www.carmen.osu.edu and click on the content tab. Readings are listed in roughly the order they appear on the syllabus.

Recommended:

Readings accessible through the course Carmen web page, log in at www.carmen.osu.edu and click on the content tab. Readings are listed in roughly the order they appear on the syllabus.

Evaluation

Course evaluation will be based on the 5 following components, weighted as indicated:

1) in-class exercises and attendance	10%	40
2) class structure take-home essay	20%	80
3) research paper	20%	80
4) mid-term exam	25%	100
5) final exam	25%	<u>100</u>
		400 points

Class attendance and participation

I expect you to attend class regularly and be punctual.

In most class sessions, I will ask you to produce a brief piece of writing or take a short quiz. I may ask you to write your response to a question, or write a question of your own. I may ask for a summary of a particular reading, or of the most interesting idea addressed in class that day. I will not give these assignments a letter grade, but will review them to assess whether you have made an effort to do the exercise, and they will also serve as a record of your attendance. These exercises will make up the largest part of your class participation grade.

In-class exercises **may not** be made up. If you must miss class, there is no need to inform me, but you are responsible for all material. Get notes from a classmate and check Carmen for any new handouts.

Exams

There will be two exams, a midterm and a final. The final will focus mostly on material from the second half of the course, but also include some questions that require you to integrate material from the first half. I expect you to be at the exams. I do not give make-up exams except in cases of major emergencies or conflicts because I believe they are not fair to the other students. Thus, I am relatively *inflexible* about acceptable reasons for missed exams and will require documentation (doctor's note, etc.) of the reason.

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Notes on Appropriate Use of Course Materials: The materials distributed in this class, including the syllabus, exams, handouts, study aides, and in-class lectures, may be protected by copyright and are provided solely for the educational use of students enrolled in this course. You are not permitted to re-distribute them for purposes unapproved by the instructor; in particular you are not permitted to post course materials or your notes from lectures and discussions on commercial websites. Unauthorized uses of course materials may be considered academic misconduct.

Accommodations: Any student who feels he/she may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 614-292-3307 in 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities. Students are responsible for communicating with me about requested accommodations in a timely manner.

COURSE SCHEDULE

Note: I may occasionally change the syllabus as circumstances warrant.

THE SOCIOLOGICAL PERSPECTIVE ON INEQUALITY

- T Jan. 7 First day
Sernau. Chapter 1. “The Gordian Knot of Race, Class, and Gender”
- R Jan. 9 Theories of social stratification I
Sernau. Chapter 2. “The Great Debate”
Recommended: Davis and Moore. “Some Principles of Stratification”
(Carmen)
- T Jan. 14 Theories of social stratification II
Marx & Engels. “Manifesto of the Communist Party” (Carmen)
Weber. “Class, Status, Party” (Carmen)

CLASS, STATUS, AND PARTY

- R Jan. 16 The American class structure I
Sernau. Chapter 4. “Class Privilege”
Fischer et al. “Why Inequality?” (Carmen)
- T Jan. 21 The American class structure II
Wright. “Class Analysis” (Carmen)
- R Jan. 23 Earnings and Income Inequality
Lane Kenworthy, selection from *Jobs with Equality* (Carmen)
- T Jan. 28 Economic structure, the labor market, and earnings inequality
Morris and Western. “Inequality in Earnings at the Close of the Twentieth Century” (Carmen)
Recommended: Wright and Dwyer. “The Patterns of Job Expansions: A Comparison of the 1960s and 1990s” (Carmen)
- R Jan. 30 Poverty I
Sernau. Chapter 11. “Reversing the Race to the Bottom: Poverty and Policy”
Rank. “As American as Apple Pie: Poverty and Welfare” (Carmen)

- T Feb. 4 Poverty II
Gans. “The Positive Functions of Poverty” (Carmen)
- R Feb. 6 Wealth stratification and elites
Discuss *Privilege*
Sernau. Chapter 8. “Power and Politics”, p. 195-198 (The Power Elite Debate)
Recommended: Domhoff. “Who Rules America?” (Carmen)
- T Feb. 11 Consumption, status, and prestige I
Sernau. Chapter 7. “Status Prestige”
- R Feb. 13 **Class structure take-home essay due**
Consumption, status, and prestige II
Leicht and Fitzgerald, selection from *Postindustrial Peasants*. (Carmen)
- T Feb.18 Social mobility and review
Sernau. Chapter 9. “Moving Up: Education and Mobility”
Macleod. “Social Immobility in the Land of Opportunity” (Carmen)
- R Feb. 20 **Midterm Exam**

RACE AND ETHNICITY

- T Feb. 25 Theories of racial and ethnic inequality
Sernau. Chapter 5. “Racial and Ethnic Inequality”
Zhou. “Are Asian Americans Becoming ‘White’?” (Carmen)
- R Feb. 27 Racial and ethnic inequality in America I
Bonacich. “A Theory of Ethnic Antagonism: The Split Labor Market” (Carmen)
Du Bois. “The Problem of the Twentieth Century is the Problem of the Color Line” (Carmen)
- T March 4 Racial and ethnic inequality in America II
Oliver and Shapiro. “Black Wealth/ White Wealth” (Carmen)
Western and Pettit. “Beyond Crime and Punishment: Prisons and Inequality” (Carmen)

R March 6 Immigration
Portes and Zhou, “The New Second Generation: Segmented Assimilation and Its Variants” (Carmen)

March 10-14 No Class, Spring Break

GENDER

T March 18 Theories of gender inequality
Sernau. Chapter 6. “Gender and Sexuality Inequality”

R March 20 Gender inequality and the family
Hochschild. *The Second Shift*. Chapter 1. (Carmen)
Desmond. “The Lie of Heroism.” (Carmen)
Recommended: Nancy Folbre “The Care Penalty” (Carmen)

T March 25 Gender inequality in work and the labor market
Kessler-Harris. “The Wage Conceived: Value and Need as Measures of a Woman’s Worth.” (Carmen)

R March 27 Gender inequality in education
Jacobs. “Detours on the Road to Equality: Women, Work, and Higher Education.” (Carmen)

INTERSECTIONS

T April 1 **Discuss Heat Wave**

R April 3 Residential segregation I
Sernau. Chapter 10. “Abandoned Spaces, Forgotten Places: Poverty and Place”

T April 8 Residential segregation II
Farley and Squires. “Fences and Neighbors: Segregation in 21st-century America” (Carmen)

R April 10 Spatial inequalities II: Global inequality
Sernau. Chapter 3. “The Global Divide: Inequality across Societies”

- T April 15 **Research Paper Due**
Education and social mobility
Kozol. "Savage Inequalities" (Carmen)
Downey & Gibbs. "How Schools Really Matter" (Carmen)
- R April 17 Social change and review
Contemporary Sociology Symposium (Carmen)
Sernau, Chapter 12. "Challenging the System: Social Movements in a
Global Age"
- R April 24 **FINAL EXAM: 2:00- 3:45pm**

Quarter to semester conversion of Sociology BA major program

<u>Segment of major program</u>	<u>Quarter course #</u>	<u>Quarter course name</u>	<u>Credit hours</u>	<u>Segment of Major Program</u>	<u>Semester course #</u>	<u>Semester course name</u>	<u>Units</u>	<u>Learning outcome</u>	<u>Nature of conversion</u>
Prerequisites (may count in GEC)	Soc 101	Introductory Sociology	5	Prerequisites (may count in GEC)	Soc 1101	Introductory Sociology	3	1,2 (A)	same content
Research Methods	Soc 487	Types of Sociological Inquiry	5	Research Methods	Soc 3487	Research Methods in Sociology	3	3,4 (B)	same content
Data Analysis	Soc 549	Quantitative Research Methods in Sociology	5	Data Analysis	Soc 3549	Statistics in Sociology	3	3,4(C)	same content
Theory	Soc 488	Introduction to Sociological Theory	5	Theory	Soc 3488	Introduction to Sociological Theory	3	1,2(B)	same content
Core course	Soc 463	Social Stratification: Race, Class, and Gender	5	Core course	Soc 3463	Social Stratification: Race, Class, and Gender	3	1,2(B)	same content
Lower level coursework	200-400	any 200-400 level electives	15	Any level coursework	2000-5000	any 2000-5000 level electives	12	1,2 (B,C)	same content
Upper level coursework	500-600	any 500-600 level electives	15	Upper level coursework	4000-5000	any 4000-5000 level electives	12	1,2,3(C)	same content
Integrated elective	Soc 489	Internship program in Sociology and Criminology	5	Integrated elective	Soc 3191	Internship program in Sociology and Criminology	3	4(B)	same content
choose one:	Soc 699	Undergraduate Research in Sociology		choose one:	Soc 4998	Undergraduate Research in Sociology and Criminology		4,5(C)	same content
	Soc H783.01	Honors Research Sociology			Soc 4999.01H any 6000 or higher course	Honors Research Sociology any 6000 or higher course		5(C) 4,5(C)	same content same content
Total credit hours required for major including pre-requisites			60	Total credit hours required for major including pre-requisites			42		
Major program percentage of minimum hours/units for degree (using 180 quarter credit hours and 120 semester units)			0.33				0.35		
						<u>COURSE LEVEL</u>			
Major program learning outcomes	1	Students develop comprehensive knowledge of discipline	4	Students are prepared for employment and/or graduate school		A Introductory			
	2	Students understand theories and concepts	5	Honors students achieve goals 1-4 at a heightened level		B Intermediate			
	3	Students understand/apply methods and statistics				C Advanced			